

1. Strategic Plans and Policy

1. Does the school district's strategic plan include procedures for the education of all gifted students enrolled in the school district, as developed under Chapter 4 (relating to academic standards and assessments)?
2. Does the process meet the regulatory requirements outlined in Section 16.4 of Chapter 16?
3. Does the school district have a process for identifying children who are gifted and in need of specially designed instruction?
4. Does the strategic plan ensure the support and implementation of plans developed under § 16.4 (b)?
5. Does the school district describe the gifted special education programs in its gifted education plan?
6. Does the school district have a procedure for tracking reports of students, personnel, and program elements including the costs of the elements which are relevant to the delivery of education?
7. Does the school district have a process for providing the information in § 16.4 (b) to the PDE when requested?

2. Personnel

1. Are the personnel working with gifted students certified in accordance with the requirements of Chapter § 16.5(a)?
2. Does the school district and/or IU provide continuing professional education/in-service training for regular teachers, principals, administrators and support staff persons responsible for gifted education under § 16.5(c)?
3. Does the school district have documentation of continuing professional education/in-service participation and official documents (i.e. agenda, rosters, hand-outs, sign-in sheets, etc.)?
4. Does the school district ensure that paraprofessionals working with gifted students are working under the direction of professional personnel as defined in Chapter 16?

3. Special Education/Dual Exceptionalities

1. Does the LEA have any students who are dually eligible for services under Chapters 14 and 16?
2. Does the student have a Single Plan?
3. Does the LEA have a written procedure in place for referring students from gifted education to special education?
4. Does the LEA have a written procedure in place for referring students from special education to gifted education?
5. How does the LEA address the need for gifted education services within the IEP developed under Chapter 14?

4. Screening and Evaluation Process

1. Does the school district's screening and evaluation process include the following general provisions:
 - A system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction.
 - Awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs.
 - A determination of the student's needs through a screening and evaluation process which meets the requirements of chapter 16.
 - Procedures to determine whether a student is mentally gifted including multiple criteria indicating gifted ability as defined in § 16.21
2. Does the school district provide awareness activities that are conducted annually and include providing information in local newspapers and other media, student handbooks and on the school district web site?
3. Does the school district comply with the notice and consent requirements under § § 16.61 and § 16.62 (relating to notice and consent)?
4. Does the school district make the referral for gifted multidisciplinary evaluation when the student is suspected by teachers or parents of being gifted and not receiving an appropriate education under Chapter 4 (relating to academic standards and assessment)?
5. Does the school district provide parents who suspect that their child is gifted with a form to request a gifted multidisciplinary evaluation of their child?
6. Does the school district conduct multidisciplinary evaluations by the GMDT? Is the GMDT formed on the basis of the student's needs and comprised of the student (if appropriate), the student's parents, a certified school psychologist, persons familiar with the student's educational experience and performance, one or more of the student's current teachers, the student's gifted education teacher, persons trained in the appropriate evaluation techniques and, when possible, persons familiar with the student's cultural background?
7. Does the school district conduct Gifted multidisciplinary evaluations sufficient in scope and depth to investigate information relevant to the student's suspected giftedness?
8. Does the school district multidisciplinary evaluation process include information from the parents or others who interact with the student on a regular basis, and information from the student if appropriate?

Gifted Facilitated Self-Assessment

9. Are the following protection-in-evaluation measures considered when performing an evaluation of a student suspected of being gifted:
 - No one test or type of test is used as the sole criterion;
 - Intelligence tests yielding an IQ score are not used as the only measure of aptitude for students of limited English proficiency, or for students of racial-, linguistic- or ethnic-minority background;
 - Tests and similar evaluation materials used in the determination of giftedness are selected and administered in a manner that is free from racial and cultural bias and bias based on disability, so that the test results accurately reflect the student's aptitude, achievement level, professionally validated for the specific purpose for which they are used, by certified school psychologists under instructions provided by the producer of the tests and sound professional practice, and assess specific areas of educational need and ability and not merely a single general IQ.
10. Does the GMDT prepare a written report which brings together the information and findings from the evaluation or reevaluation concerning the student's educational needs and strengths, recommendations as to whether the student is gifted and in need of specially designed instruction, the basis for those recommendations, and the names and positions of the members of the GMDT?
11. Does the school district recommendation process conclude that the student needs specially designed education and meets the criteria for eligibility as defined in § 16.1 and 16.21 (relating to definitions; and general)?
12. Does the school district follow the timeline that applies to the completion of gifted multidisciplinary evaluations?
13. Does the school district Screening and Evaluation Process include the following Gifted Multidisciplinary Reevaluation requirements under § 16.23?
 - Gifted students shall be reevaluated before a change in educational placement is recommended for the student. In addition, gifted students may be reevaluated at any time under recommendation by the GIEP team.
 - Reevaluations shall be developed in accordance with the requirements concerning evaluation in § 16.23.
 - Reevaluations must include a review of the student's GIEP, a determination of which instructional activities have been successful, and recommendations for the revision of the GIEP.
 - The reevaluation timeline for gifted students will be 60 calendar days, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term may not be counted.
14. Does the school district allow parents who suspect that their child is gifted to request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per school term?

5. Gifted Education Placement

1. Does the GIEP team base educational placement decisions on the gifted student's needs? (as required by § 16.41)
2. Did the District adopt board policies relating to caseloads and class sizes for gifted students? (as required by §16.41)
3. If the district has exceeded the caseload class size requirements is there a waiver? (as required by § 16.41)
4. Is there evidence that Gifted educational placement is not based on any of the following:
 - Lack of availability of placement alternatives.
 - Lack of availability or efforts to make educational or support services available.
 - Lack of staff qualified to provide the services set forth in the GIEP.
 - Lack of availability of space or of a specific facility.
 - Administrative convenience.
5. Does the school district procedure support the right of parents to have their gifted children educated at private schools completely at private expense? (as required by § 16.42)
6. Does the home education program of a gifted child conform to sections 1327 and 1327.1 of the School Code (24 P. S. § § 13-1327 and 13-1327. 1)?

6. Gifted Education Procedural Safeguards (guiding questions for reviewers)

1. How does the school district respond when a student moves in to the school district with a completed GLEP from a different district?
2. Does the school district document the provision of written notice to the parents in accordance with the timelines established?
3. Does the school district adhere to the pendency requirements?
4. Is the procedural safeguard notice written in language understandable to the general public?
5. Does the procedural safeguard notice contain all of the required components?
6. Is there documentation that written parental consent is obtained in accordance with the timelines?
7. How does the school district notify parents of their procedural safeguard rights?
8. Does the school district have a procedure for ensuring an impartial due process hearing in accordance with the timelines?
9. Does the school district have a procedure for implementing mediation?
10. Does the school district's confidentiality policy for gifted students adhere to the requirements of FERPA and Chapter 12?
11. What opportunities does the LEA provide parents for resolving issues at the building/LEA level?
12. How does the LEA ensure that mediation agreements and due process/appeal panel decisions are implemented?
13. Are there any patterns in the issues filed for complaints, mediation, due process or appeals?

7. Student Record Review (guiding questions for reviewers)

Gifted Multidisciplinary Evaluation Report(GMDER):

- Does the LEA comply with the required timelines for GMDER development?
- Are all required GMDER components completed?
- Is there sufficient content included in the GMDER components to determine eligibility and program recommendations?
- Does the reevaluation process comprehensively review the required data items?
- Do the required GMDER members participate in the review?
- Does the review document parent receipt of the GMDER document in a timely manner?

Gifted IEP:

- Does the LEA comply with the required timelines for GIEP development?
- Does the LEA comply with participation of the required GIEP team members?
- Did the file review document that present education level information was sufficient to adequately develop appropriate annual goals and, when required, short-term objectives?
- Are annual goals and short-term learning outcomes present?
- Does the file review document that specially designed instruction and support services are provided?
- Does the educational placement documented on the GIEP reflect the student's current educational placement?
- Does the GIEP include the projected dates for initiation and anticipated duration?
- Does the GIEP include appropriate objective criteria, assessment procedures and timelines for determining, on at least an annual basis, whether the goals and learning outcomes are being achieved?
- Does the GIEP include the names and positions of GIEP team participants and the date of the meeting?
- Is a copy of the GIEP provided to the parents, along with a notice of parental rights?
- Does the district follow the timelines governing the preparation and implementation of GIEPs?

Gifted Facilitated Self-Assessment

Support Services:

- How does the GIEP team determine whether the gifted student needs one or more support services?
- If determined as necessary by the GIEP team, does the school district ensure that transportation to and from school psychological services, parent counseling and education, or another service is a support service?

NORA:

- Does the NORA document that all the required components are completed?
- Does the file review document the issuance of the NORA in a timely manner?